

Pupil premium strategy statement

1. Summary information					
School	Grange Community Junior School				
Academic Year	2018/2019	Total PP budget	£99,000	Date of most recent PP Review	July 18
Total number of pupils	231	Number of pupils eligible for PP	75	Date for next internal review of this strategy	July 19

2. Current attainment		
Attainment for: 2017-2018 (Pupils)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	72.0%	70.3%
% achieving expected standard or above in reading	80.0%	80.1%
% achieving expected standard or above in writing	84.0%	83.0%
% achieving expected standard or above in maths	76.0%	80.7%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Social, emotional and mental health	
B.	Communication and interaction	
C.	Poor literacy skills – reading /writing and spelling	

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Disadvantages through limited resources	
E.	Lack of first hand experiences and inspiration to achieve	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Children with social, emotional and mental health issues will receive appropriate support and advice which will enable them to be ready for learning.	<p>Helping children to be learning ready and life ready.</p> <p>All recorded cases will be signposted correctly ensuring follow up referrals are carried out efficiently</p> <p>Frequency of reported incidents is reduced.</p> <p>Children will develop a positive mind set so that they are able to tackle the unknown and know what to do when faced with a challenge</p>
B.	Children will be able to communicate effectively to enable them to be effectively access the written and spoken English.	PP children will be able to communicate effectively both orally and written.

C.	Children's basic skills will improve in line with the non-pupil premium children	<p>Pupil premium children achieve in line with non-pupil premium children</p> <p>Pupils will become assessment capable learners by being able to spot and learn from their mistakes.</p> <p>Teachers use effective and timely feedback and set high expectations.</p>
D.	To not allow any disadvantage to hinder their education	<p>Pupil premium children will be equipped with a solid foundation of learning before entering the next phase of their education.</p> <p>Children will be equipped with the skills needed to be life ready.</p> <p>Pupil premium children will close the gap academically and socially</p>
E.	Experience a range of additional opportunities and resources to increase first hand experiences and lifelong aspiration	<p>Pupil premium children are able to tackle new challenges in everyday life.</p> <p>Pupil premium children will experience a breadth of opportunity to enhance their learning.</p>

Pupil premium matrix

	Initial position	Early change	Deeper improvement	Consolidating	Refining improvement
Performance of PPG pupils is comparable to non PPG pupils	Performance of PPG pupils below peers	School focus on gap and path needed to close it	Gap reduces each year based on progress measure	Gap closed by end of KS2	Gap closed by Y6
Access to quality teaching and learning	Reliance of TA support	Whole school initiatives on BLP, wellbeing, intervention support	Secure literacy and numeracy through catch up intervention programs to enable access to wider curriculum	Teachers aware of supporting pupils through I2I skills. Pupils taking responsibility for own learning	Pupils able to access the curriculum
Accelerated progress	Reliance on TA support	Provision of intervention sessions	Targeting interventions through better use of data, better coordination, ownership SEN	Interventions clearly focused upon pupil barriers. High gains in progress.	Pupils able to access the curriculum
Attendance	Lower attendance and punctuality rates. Poor follow up. Reliance on pastoral support.	Improved whole school procedures, warning letters and fines.	Ensure PPG pupils catch up on work missed through absences	PPG pupils attendance improving	PPG % attendance in line with other pupils
Parental engagement	Non parental engagement	Ensure ALL parents are followed up if they fail to make appointments and encouraged to attend	100% parents attend parents evening or have a follow up meeting	PPG parents attend parental events e.g. parents evening, SAT evening	PPG % parents attending events in line with other pupils
Engagement in wider school life	Subsidising trips, no attending clubs/community events	Attendance at clubs/community events - subsidised	Source and promote targeted trips, activities, clubs to broaden experiences		PPG pupils participation in clubs and activities representing school comparable with other pupils

The pupil premium matrix shows our route for closing the gap between disadvantaged pupils and the rest of the cohort.

5. Planned expenditure

Academic year

2017-18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Staff are made aware of the achievement data surrounding disadvantaged pupils and the subsequent interventions that most support closing gaps.	Data tracking rigorously across the school identifies all underachieving pupils. Subsequent interventions will be planned. The academic interventions and other factor interventions will draw upon PPG funding.	Research data analysed in terms of what makes most difference in narrowing attainment gaps. School to focus on best performing strategies.	Major focus upon data tracking. Staff recognised supporting evidence of the effects of good teaching on a day to day basis + a major drive in school for independent learning, the development of thinking skills. Staff training has been planned accordingly.	SLT	July19

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The development of basic literacy maths skills	Working with Leah Crawford on using Let's think in English with a focus of moving this through the different subjects. Monitoring of HAM literacy objectives + Standardised scores collected for all pupils. Pupils with low levels of literacy/numeracy provided with additional support so that basic skills can be developed properly. Interventions to be carefully chosen to match pupil need. PPG funding used to support intervention programmes for PPG pupils	Evidence proves that Let's think in English helps to develop the reasoning ability of children and improves their GCSE scores. Careful analysis to provide teaching/support staff with details of where support needs to be focused.	Major focus upon tracking. Every half term monitor PPG progress in books, teacher conversations also holding support staff to account through half termly monitoring of intervention data. Any interventions not showing enough impact to be disregarded. Clear PM objectives with success criteria so that TA's know exactly what is required of them.	SLT	July 19

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The development of basic literacy maths skills	<p>Set up of basic skills classroom (Falcon). Using tracking to identify pupils underachieving. Teachers to highlight specific help needed. Pupils attend intensive support session in Falcon class with specialist teacher. +</p> <p>Teacher to support PPG pupils who need quick intensive strategies to get them back on track.</p>	Intensive support with an experienced teacher will show rapid gains, particularly as the teacher will be fully aware of the emotional or social barriers that could have a negative impact.	Regular monitoring of progress (both academic and soft skills). PM objectives with SC for lead teacher to ensure she is fully aware of what needs to be achieved.	EB/HK LW PB	Half Termly
Total budgeted cost					£56,000

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Good attendance and punctuality	Attendance levels for all pupils and PPG in particular are regularly checked and acted upon. Use a more robust system of checking – introduction of CPOMS	Research on the causal link between attendance and achievement.	Systems in place to make early identification of issue and need. Staff to be trained on CPOMS to ensure all incidents are recorded and thus links are identified so that support can be put in place.	AH LW PB	Half Termly
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PPG pupils participation in clubs and activities representing school comparable with other pupils	Monitor PPG participation in clubs activities and parental attendance at events. Ensure parents are invited to events if not previously attended. Ensure parents/pupils are targeted to join clubs if not in any	Many of the PPG children in the school are not participating in additional clubs and activities and therefore are missing out on enrichment activities	Regular monitoring of clubs registers Systems in place to target specific children to ensure they are given fully access to school life.	TG LW	Termly
Total budgeted cost					£32,000

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children with social, emotional and mental health issues will receive appropriate support and advice which will enable them to be ready for learning.	<p>Re-define wellbeing initiative across school. Fund a nurture group.</p> <p>Identify an appropriate support programme for students with SEMH difficulties</p> <p>CPOMS being used so that all information is stored in one place and links can be seen quickly</p>	Evidences suggest that the number of students with SEMH issues has risen and that targeted early intervention matched to specific children with SEMH issues can be effective.	<p>Use FSW, Art Therapist, Counsellor, Reflexologist, outside agencies, ELSA and SENCO to engage with both students and parents as required.</p> <p>Regular meetings to discuss caseloads and the new referrals</p> <p>Boxall Profile, Thrive assessment and emotional development indicators will be used to measure the impact of these interventions.</p>	LW PB	July 2019
Total budgeted cost					£25,850

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Staff are made aware of the achievement data surrounding disadvantaged pupils and the subsequent interventions that most support closing gaps.	Data tracking rigorously across the school identifies all underachieving pupils. Subsequent interventions will be planned. The academic interventions and other factor interventions will draw upon PPG funding.	All pupil premium children in year 6 achieved well above the local authority for disadvantaged children. Targeting children throughout the year means teachers are more aware of the areas of need and identifying gaps earlier means that they can be tackled and closed quicker.	Teachers are aware of the starting points for all children. Children being tracked regularly means interventions can be put in place quickly and can be more meaningful.	£42,578

<p>The development of basic literacy maths skills</p>	<p>Monitoring of HAM literacy objectives + Standardised scores collected for all pupils. Pupils with low levels of literacy/numeracy provided with additional support so that basic skills can be developed properly. Interventions to be carefully chosen to match pupil need. PPG funding used to support intervention programmes for PPG pupils</p>	<p>See Above</p>		
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<p>The development of basic literacy maths skills</p>	<p>Set up of basic skills classroom (Falcon). Using tracking to identify pupils underachieving. Teachers to highlight specific help needed. Pupils attend intensive support session in Falcon class with specialist teacher.</p> <p>Teacher to support PPG pupils who need quick intensive strategies to get them back on track.</p>	<p>Falcon children are able to work successfully making progress in small steps. They are more engaged in their learning as they are able to access the content better. The teacher has received specialist training from Hampshire inspection and advisor service to ensure that they are fully equipped to support the children properly</p>	<p>Targeted children are closing gaps in their own learning</p> <p>Better liaison needed between falcon class teacher and the children's own class teachers. More fluidity needed with the movement of children between falcons and class.</p>	
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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Good attendance and punctuality	Attendance levels for all pupils and PPG in particular are regularly checked and acted upon.	Parents were more aware of the need for good attendance and punctuality. They understand that being in school is important and the consequences for persistent absenteeism.	Need to continue to monitor and support identified families. More robust systems to be in place – introduction of cpoms all information in one place.	£32,000
PPG pupils participation in clubs and activities representing school comparable with other pupils	Monitor PPG participation in clubs activities and parental attendance at events. Ensure parents are invited to events if not previously attended. Ensure parents/pupils are targeted to join clubs if not in any	This enabled children who would otherwise have not taken part in trips and clubs to participate in the activities. Clubs subsidised by the school to ensure all children able to access them. Introduction of the Anomaly board on the playground has kept parent up to date with events if they feel threatened about coming into the school	Continue to keep the school electronic noticeboard up to date with events. Continue to have a range of parent events to encourage the parents to come into school	

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children with social, emotional and mental health issues will receive appropriate support and advice which will enable them to be ready for learning.	<p>Re-define wellbeing initiative across school. Fund a nurture group.</p> <p>Identify an appropriate support programme for students with SEMH difficulties</p>	<p>Nurture Group set up and running weekly.</p> <p>Range of children with SEMH difficulties identified and support being given. Not see a huge difference academically for some children but trust has been established and the children are opening up about the difficulties which they have</p>	<p>Nurture helping to support and range of children and needs to continue – some flexibility with the different children and how regularly they attend may need to be looked at.</p> <p>Continue to develop the trust with the children so that they we can then see this filter into academic subjects for all children.</p>	£20,500

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.